



**OXLEY**  
CHRISTIAN COLLEGE

# 2019 COMMUNITY REPORT



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# Principal's Report

Another year of significant accomplishment by students at Oxley Christian College highlights the quality and breadth of teaching and learning, and an enjoyment of the co-curricular program in our College community. In a year of further excitement, growth and the improvements required of a vibrant educational institution, 2019 proved to be another remarkable year of student achievement.

Oxley continues to have the great privilege of educating students in close partnership with families. We are a multi-denominational College immersed in the Christian tradition and understanding of the world. The College vision and mission are focused on the teaching and ethics of Christ. We maintain a high academic rigour in our curriculum and a commitment to strong learning outcomes for students of all abilities. Our College values delight in learning, and trust, compassion and wellbeing in relationships. We value resilience, wisdom, good character and service within our community relationships.

Christian foundations provide a basis for people to become the agents of transformation. Our challenge is to live out Christian virtues in an Australian democratic context. We believe Oxley has a good balance between the nurture and safety of children, quality teaching and learning, and an informed engagement with the wider community.

Oxley Christian College is an active and involved community where staff and families work together for the common good and a well-rounded education. While academic achievement is our core business, we know the education of young people encompasses far more than the academic curriculum.

In celebrating 40 years of educational service to the community this year, we are intensely aware of the legacy of others who have made Oxley a credible and impressive Christian entity. Without any sense of hubris, we look back with the joy and gratitude that accompany God's blessing on this educational project. In a similar vein, we look forward with excitement as to what the next few years under God's grace will bring by way of new buildings and landscaping for the Junior and Middle School areas.

We believe the 40th anniversary of the College is a significant marker for reflection and gratitude on the preceding grace of God, as well as focusing on our delight in the blessings of the future that He has in mind for this community.

I commend the fine reputation the College has for the formation of the whole person.



## Highlights of 2019

Like any community, Oxley depends on all members' gifts and talents to become something greater than the individuals who make it up. We appreciate the College Council and its role in high levels of governance, right through to the interest and enthusiasm of the most recent families enrolled at the College. At all year levels, teachers have engaged students in a rich diversity of appropriately challenging and innovative educational programs, both on and off campus. We applaud the work of students in all subject areas. We have delighted in the performances and special events which draw families and members of the community to celebrate with us, from Open Day to swimming and athletic carnivals, performing arts evenings, musical productions, commemorations, art and design exhibitions, grandparents' day, special assemblies and presentation evenings.

The College maintains an active program of international interest and student exchange as part of our International and Language programs. Oxley continues to have a number of significant outcomes in the sporting arena in both Junior and Senior Schools. Sporting success is underpinned by our intentional approach to students participating in life, rather than merely being the spectators of life. With our continuing involvement in the EISM mid-week sports group, Oxley has recorded great success by being Premiers in: Senior Boys Basketball,



# Principal's Report

Year 8/9 Girls Soccer, Year 8/9 Boys Soccer and Year 8/9 Girls Volleyball A.

Our participation in the EISM competition provides students with the opportunity to challenge others in a wide range of sports across both the winter and summer seasons. Congratulations to all students for their contribution in sport in 2019, especially those who served as captains in the different teams. A big thank you to all Year 12 students who willingly gave of their time to represent Oxley in their final year.

College surveys of our local community help us better understand our community and to identify the opportunities for improvement. A continuing air of optimism about Oxley Christian College as a great place is as evident from biennial surveys as it is on the faces of students in photographic records. It is well founded as the improvements of the past few years, and those on the near horizon, will lead to an even greater appreciation of the grace of God in the provision and experience of a Christian education. In particular, the most recent College survey results indicated 91% of parents believe the College has a safe, supportive environment and that staff are approachable, caring and enthusiastic. This was a view also supported by 90% of final year students.

The College continues to appoint staff to provide the necessary impetus to drive all elements of our educational framework. This year saw the completion of the roll-out of the MS Surface Pro for Senior School students. Our student management system (SEQTA) has a parent portal that allows us to communicate directly with parents, and also provide online reports of assessments and learning. In addition, it is a system that facilitates a remote learning

protocol, should it be needed. SEQTA has some great features in this area to allow for an adequate curriculum and learning adjunct.

A highlight for the College this year again, was its musical productions. On this occasion, the Junior School gave a wonderful performance of the musical Disney's *The Lion King Jr.* It alluded to the struggles of becoming an adult, having the inner strength to confront evil and to accept responsibility for one's destiny. Our Senior School (Middle Years) production of Disney's *High School Musical Jr.* set another amazingly high standard of performance and of recognition and interest in the wider community. As the fabulous performances only got better and better during the week, I think the audiences realised the highly professional class of this presentation. There was enormous energy and talent on display alongside the obvious friendships of cast and crew that have been strengthened over the year of preparation. Events like this make it such an honour to be a part of the Oxley community and continue to recognise the legacy of Mrs Sally Broadley, in the Arts.

The Senior School calendar held its annual College mission trip in association with Samaritan's Purse. While limited to a relatively small number of senior students, their experience of the Cambodia event is for them a profound and emotional occasion. Experiences like this are memorable in themselves, but the College leadership sees them as being among the highly supportive activities of engagement that underpin a learning far wider than the academic disciplines, and our explicit direct instruction and guided inquiry pedagogies. Similarly, students value our many and varied programs of enhancement like the Duke of Edinburgh leadership courses.



# Principal's Report

Extended year level excursions are also a frequent and great event in the calendar. Junior School students travel to Sovereign Hill, Mill Valley Ranch and Canberra. Special mention is made of the Year 9 program that includes a significant city-life (City-Cite) experience. All of this is in addition to students' annual adventure camps and week of service to others in the general community.

Our College community's energy, passion and commitment to vision have made the year not only memorable, but eminently successful. The summary provided here can only allude to the Oxley experience!

## Spiritual Life

Spiritual life is a vital part of Oxley Christian College culture. The development of Oxley as a vibrant, caring community emphasises the place of Christian faith and the development of integrity and compassion in the lives of students, equipping them to assist others. In Chapel this year there have been many noteworthy highlights, as well as private moments of deep spiritual significance. Many students have been involved in prayer and Christian life study groups. Other teams have raised money and given of their time to serve with local charities or with international aid organisations.

Students from all year levels have been involved in leadership. Our College Captains, Hina Sasuga and Will Spratt, were strongly supported by Vice Captains, Sally Johnston-Bailey and Liam Jarrott. While in the Junior School, Radha Robertson, Austin Ly, Chloe Daly and Danny Gong, formed an excellent leadership team.

Many other students serve in various parts of the College as leaders of international students (Irene Hwang and Rick Yu), faculties, home groups, houses, chapel, enviro teams, sports groups, performing arts, music bands, ensembles, student groups and clubs. Their work is often with multi-age groups which adds an exciting dynamic to their influence.

## Appreciation

On behalf of the College, I extend sincere appreciation and gratitude to the Elders and Directors of Life Ministry Centre, College Council Chairman, Pastor Graham Nelson, and Members of Council. The executive team of Deputy Principal – Head of Senior School, Mr Greg Barker, Head of Junior School, Mrs Sharee Gaiser, and Business Manager, Mr Andrew Holland, has given invaluable leadership to their respective teams and support to me as Principal. Congratulations and thanks to our Core leadership team, teachers and support staff, and to all staff involved in leadership, learning support, administration, the international program, information technology, pastoral care and welfare, catering and property maintenance, for an outstanding service to the College community.

We are grateful to our parents and members of the Oxley community, including past students and many volunteers, for their much-appreciated support this year. We give thanks to God for all that has been achieved.

***Dr Douglas Peck***  
Principal

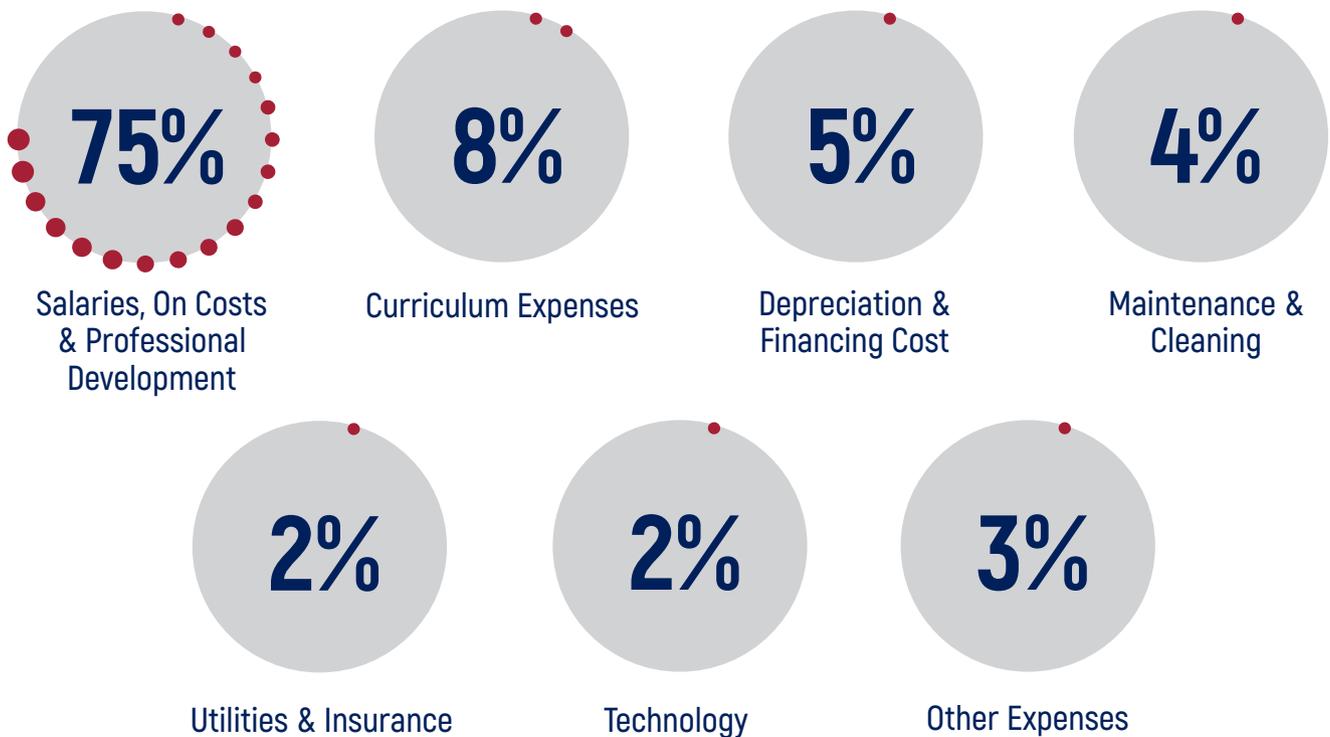


# Financial Summary

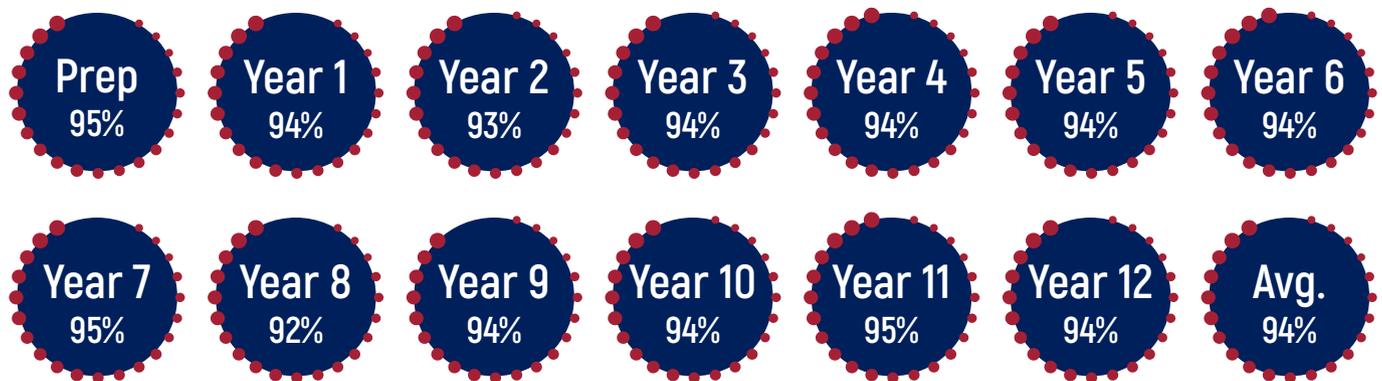
## Income



## Expenditure



# Attendance Rates



## Retention Rate

In 2016, there were 72 students at the beginning of Year 9. 50 (69%) of these students completed Year 12 at Oxley.

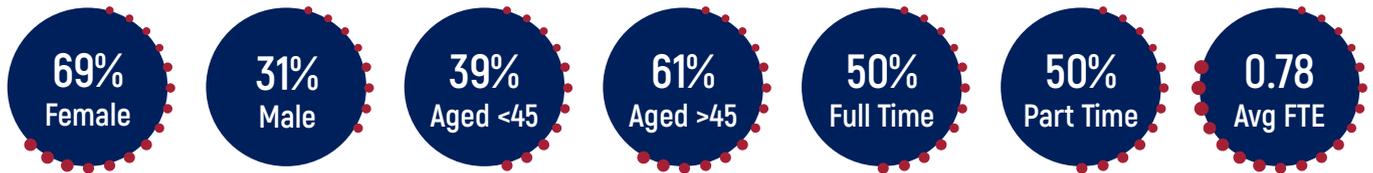
## Attendance Management

Student attendance at Oxley has traditionally been very strong. In both Junior and Senior Schools, absences are managed through the Attendance Officer. Expected absences are entered ahead of time via the management system. Parents call the absence line for any late notice of non-attendance. Unexplained absences are followed up promptly.



# Staff

Oxley employed 159 staff in 2019. Of the 85 teaching staff, 40% have more than 10 years teaching experience at Oxley. The average length of service at Oxley is 9.5 years. Oxley staff members come from a wealth of diverse backgrounds.



## Professional Development

The College has a long history of investing in the professional development of our staff. Staff access conferences and seminars beyond the College, and there is a formal program of professional development built into the structure of the College operations. As a result, all staff are involved in rich and diverse professional learning.

New staff participate in a thorough induction program, and mentors guide them through the first year at the College. Graduate teachers are supported through the process, enabling them to gain full registration with the Victorian Institute of Teachers. All teaching staff receive first aid training as part of the professional development program.



# Class of 2019

## Year 12 Results

The College congratulates members of the Class of 2019. The 67 students who completed their VCE studies with us in 2019 performed very well. The mean ATAR was 74.8 with a median of 79.1. 19% (13 students) gained ATARs in the 90s, with a further 25% gaining ATARs in the 80-90 range.

VCAA (Victorian Curriculum and Assessment Authority), through the VCE Data Service, offers an independent analysis of our school performance, by providing 'value-added' data. This data demonstrates that the College has a long tradition of enhancing student performance above that which would normally be predicted. This is attributable to the quality of the teaching and the overall learning environment. The College maintained that tradition with the 2019 graduates, on average significantly improving the predicted study scores for each student.

Over the last three years, more than 15% of our Year 12 students have gained an ATAR of at least 90.

## Top Performers and Dux of College

At a Senior School assembly early in 2019, we congratulated Jessica Cornish on her exceptional ATAR and confirmed her earlier selection as dux of the College.

Our highest performing International student achieved an ATAR of 97.9. A total of 45% of all students achieved an ATAR over 80 and it was pleasing to see a diversity of students and subject combinations, represented in our top achievers.

We celebrate with all of our students who have worked hard to enable them to follow their dreams and passions.



# Class of 2019

## Year 12 Destinations

Students chose a variety of tertiary institutions, with most applying through the VTAC system, resulting in 90% of these students receiving a university offer, and more than half of these offers being their first preference.

## 2019 Student Tertiary Institute Selections

Among the Melbourne-based tertiary institutions, the most popular choice for 2019 graduating students was Deakin University (25%), followed by University of Melbourne (17%), and Monash University (17%). These three institutions have been amongst the most favoured destinations in recent years.

## 2019 Student Course Selection

The students chose a wide variety of courses. Health Science (including studies in Nursing/Midwifery, Physiotherapy, Medicine, Osteopathy, Health Science) was the most popular sector, reflecting the desire of students to care for others. Also popular were Education, Science, Arts, Design and Technology, Business and Engineering.

*Greg Barker*

Deputy Principal – Head of Senior School



# Junior School

“Learning is not attained by chance, it must be sought for with ardour and attended to with diligence.”

*Abigail Adams*

Instilling a love of learning is a high priority for Junior School staff. In both formal and informal settings, students are engaged in meaningful learning, taking an active role in setting goals, taking considered risks, and reflecting on progress. Students are encouraged and supported to transfer skills, knowledge and understandings to situations beyond the classroom, both at school, and in the local and global community. Undergirded by a strong Christian worldview, we count it a privilege to diligently participate in the spiritual, emotional and educational formation of the whole child.

Learning is supplemented with classes in Information Technology, the Performing and Visual Arts, Chinese, Library and Physical Education. Student engagement is tangible, with students exhibiting a willingness to take risks and try new things. Extra-curricular programs, such as the schoolwide Buddy Program, offer scope for creative collaboration and peer support. The LEGO®, Running, Coding and Robotics clubs bear witness to the initiative of staff to cater for student needs and interests.

## Junior School Musical

Disney’s *The Lion King Jr.* was a resounding success, with Prep – Year 6 students taking to the stage to bring the African savannah to life. Inspired by the lives of Joseph and Moses, who demonstrated bravery and strength in the face of opposition, the message of friendship, love and hope resounded. The passion the students brought to their role was tangible, with the audience filled with wonder and joy throughout the performance!



# Junior School

## Christian Life

In our enthusiastic pursuit of Christ, we endeavour to nurture a deep biblical understanding of the world and the issues that students face in this moment in time. The spiritual development of students is key to our purpose and response. Morning Home Group, devotions and weekly Chapel services are scaffolded by Christian values and biblical truth. Students are encouraged to reflect and live their life as an offering of worship to God. We are marked by an attitude of awe and wonder in learning, observing and responding to all that comes our way. To be a member of a faith community is indeed a blessing.

## Student Leadership

Fostering student voice, agency and leadership helps to empower students for their future. We desire for students to take responsibility for creating a positive climate for learning and, to this end, provide many opportunities for student leadership. The Enviro Captains model a sense of responsibility for our environment through their promotion of activities that show care for the world around us. Home Group Captains support school initiatives and help to drive change at the class level. Year 6 students lead by example, taking on specific captaincy roles in the Performing Arts, Physical Education and of the Junior School. Learning in a supportive environment fosters student engagement and enriches participation in the classroom, school and wider community. In addition, we support the Amari Community Development Organisation in Uganda through a range of activities.

## Staff Professional Learning

In 2019, we again engaged the support of a Literacy Coach to guide a Prep – Year 6 focus on consolidating our work to improve student learning outcomes in the teaching of Writing. Junior School staff actively engaged in a process of teacher observation and coaching, with staff receiving helpful feedback to further improve their practice. Ongoing professional learning was pivotal to our success in embedding an effective schoolwide writing program.

Teachers from Prep – Year 2, Years 3 and 4, and Years 5 and 6 meet on a regular basis to collaborate, co-plan, undertake professional learning and build trust. Personal and professional growth is evidenced through our annual Performance and Development framework, which enables us to build on best practice, recognise excellence and provide support for staff development. This collaborative and evidence-based approach seeks to build accountability for a continuous process of staff growth. It is a delight at the end of the year for staff to share evidence of their learning and celebrate personal and professional growth in areas of interest and need.

We extend appreciation to all members of staff for their commitment to teaching and learning, and the College leadership for their exemplary support. It is with gratitude that we take to heart the trust that parents place in us to care for and educate their children. We know this partnership is rich and has the potential to forge a future for students of which they can be proud.

*Sharee Gaiser*  
Head of Junior School



# Student Progress and Achievements

The tables below indicate the performance of Oxley students against the National Minimum Standards for Literacy and Numeracy. It also indicates the percentage of students in Years 3, 5, 7 and 9 who have reached or exceeded the National Minimum Standards. Students who have not reached the National Minimum Standards are students with specific learning difficulties. The College supports all of these students and several receive assistance through Government funding. Students who are below the mean, but not below the Minimum Standards, are also offered extra support by the College.

## NAPLAN Results

### Reading

Year Level	2017	2018	2019
Year 3	98%	100%	100%
Year 5	100%	100%	98%
Year 7	100%	100%	99%
Year 9	98%	97%	95%

### Numeracy

Year Level	2017	2018	2019
Year 3	100%	100%	100%
Year 5	100%	100%	98%
Year 7	100%	100%	100%
Year 9	100%	100%	100%

### Spelling

Year Level	2017	2018	2018
Year 3	100%	100%	100%
Year 5	100%	100%	98%
Year 7	100%	99%	100%
Year 9	95%	90%	92%

### Writing

Year Level	2017	2018	2019
Year 3	100%	100%	100%
Year 5	96%	93%	96%
Year 7	97%	100%	100%
Year 9	87%	89%	87%

## Grammar and Punctuation

Year Level	2017	2018	2019
Year 3	96%	100%	100%
Year 5	100%	100%	96%
Year 7	99%	100%	99%
Year 9	93%	93%	94%



# Teaching Staff Qualifications

Mrs Emma Ashmore	BTeach(Prim), BA(ChristCouns), BAppSc
Mr Tim Ashmore	BEd(Prim), BSc
Miss Caitlin Backholer	BEd(Prim), AdvDipHosp
Mrs Judith Backholer	BA(Hons), DipEd, CertS'wareApps
Mr Greg Barker	BSc, GradDipEd, CertAss&WplaceTrain,
Mrs Fiona Bennett	BTeach
Mr Carl Bird	BEd(Sec), BA
Mrs Janine Boer	BEd(Prim), DipEC,
Mrs Anita Bradshaw	DipTeach(Prim), BEd
Mrs Kate Broadley	BA, GradDipEd, MEd, BSc
Mr Matthew Burow	GradDipEd, BTh(Hons), MTh
Mrs Merryn Burt	DipEd, BEd
Mr Aaron Chan	BMus, GradDipTeach(Sec), MTeach
Ms Rhiannon Coates	BA, BEd
Mrs Carolyn Connelly	BEd(Sec), BHSc
Mr Maxwell Cuddon	BSc, DipEd
Mr David Cutler	BEd (PE), CertDipSp&Rec, CertIIISp&Rec
Ps Matt Daly	BComp, DipEd
Ms Melinda de Haan	BA, GradDipEd(Sec)
Mrs Susan De Lange	BA, HigherEdDip, DipCompStud
Mrs Linda Doblin	BSocSc&EnvStud, DipEd
Ms Rebecca Dyson	BEd, BAppSc
Mr Tim Eddy	BSc, BTeach
Mrs Despina Filipides	BSc, GradDipEd(Sec), GradDipMathSc, PGDipPsych
Mr Gavin Fox	BEd
Mrs Sharee Gaiser	DipTeach(Prim), GradDipEd
Mrs Ann Gaschk	DipTeach
Mr Joshua Gaschk	BAppSc (PE&Health)
Mr Ric Gaschk	DipTeach(Prim), GradDipRE, GradDipIT
Mrs Elise Goodwin	BA, BEd
Mrs Glen Gravis	BA, DipEd, DipSpDrama, GradDipEd(ESL), GradDipEd(Admin), GradDip(StudWelf), MSW, MProfEd&Train, CertLifeCoach, CertTrain&Assess
Miss Melanie Haley	BEd(Prim), DipTeach(Prim)
Mrs Marilyn Haylock	DipTeach(Prim), BTh(Hons), BEd
Mrs Lisa Heckathorn	BTeach(Prim), BA, GradCertTheology, MEd
Miss Eleesha Higbed	BA(Hons), GradDipEd
Mrs Rebecca Hill	DipEd(Sec), BMus
Mrs Cindy Hogan	BSc, GradDipEd, MA
Miss Claire Hogan	BA, BEd
Mrs Jennifer Humphreys	BSc(1st-Class Hons), DipEd, Cert ELTA
Mrs Emily Jetten	BA, BEd, CertEdSupp
Mrs Victoria Kirby-Beach	GradTeachProg, GradDipTeach&Learn
Mr Andy Knee	DipGraphArts, BA(Comm&Des), GradDipEd(Sec), CertH&F
Mrs Jeannette Kotzé	BEd(Hons), MEd, DipRem&CompTeaching, HDipEd, BSc
Mr Daniel Kunst	BAppSc, GradDipBible, MTeach

# Teaching Staff Qualifications

Miss Nicole Latham	BTeach(Sec), CertAustSwim, CertLifeBeInIt, CertISportsTrainer, CertPool Attendant
Mrs Dru Law	BSc, HDipEd
Mrs Elisabeth Ledwidge	BEd(Prim), AssDipRec, CertTESOL
Ms Adeline Lim	BA, GradDipEd, MEd
Mrs Robyn Liney	BA, BTeach
Mrs Christine Liu	DipLangTeach, PostGradEd, CertESL, CertOffSystems
Mr Michael Mancev	BA, GradDipEd, MEd
Mrs Anne Matheson	GradDipEd, BScEd
Mrs Rebecca McDonald	BA, BEd, MEd
Miss Melissa Monro	BECED
Mr Tim Monro	BAppSc(Hons)
Miss Sue Moore	BSc(Hons), BLett(Hons), GradDipEd
Mr Paul Moseley	BScIT, BSc, GradDipEd(Sec)
Mrs Seh Yeh Ong	BA, GradDipEd, MEd, LTCL Piano
Mrs Carol Oswald	BSc, DipEd
Mrs Kerrilyn Palmer	BTeach, BEd(Prim)
Dr Douglas Peck	MEd, EdD, BSpEd, AdvDipAppSc, DipEd
Miss Holly Pedley	BA, MTeach(Sec)
Mr Andrew Piper	BEd(Sec), BAppSc
Mrs Kristi Reeves	BEd
Mr Daniel Rodgers	BA, MTeach(Prim)
Miss Heidi Ruhnau	BEd(Sec), CertS'wareApps
Ms Olivia Samachetty	BA, MTeach(Sec)
Mrs Sharon Sandison	BA(Hons), GradDipEd, BEd(Prim)
Ms Vinita Seago	DipChEng, BSc(Biomed), GradDipEd(Sec)
Miss Phoebe Shen	BA, MTeach(Prim), MTESOL
Mrs Pina Sernio	BEd, DipEd
Mrs Jasmine Sien	BTeach(Prim)
Mrs Margaret Signorini	BEdSc
Mr Rufane Smith	PGradDipEd, BA(Hons), MA
Miss Catherine Sparrow	BA, MTeach(Sec)
Mrs Sharon Sutton	BEd, BA
Mr Philip Talapati	BBus, GradDip(Sec), MBA
Mrs Lynne Taylor	BEd
Mrs Nicole Thorpe	DipEd, GradDip
Mr William van Pinxteren	BMus, DipEd, LCTL, LMusA
Mrs Claudia Weller	DipEd, GradDipSpecEd, GradDipECTeach(Dist)
Mr Stephen White	GradDipEd, BA
Mr Trevor Whittle	DipTeachLSec, Deg Baccalaureus Artium, BA(Hons), PrelCertTEFL
Mrs Arielle Willetts	BEd(Prim)
Mrs Cindy Woodcock	BEd(Sec)
Miss Michaela Wynne	BEd(Prim)
Dr Ruilan Yuan	BA, GradDipEd, MEd Studies(TESOL), MEd, PhDEd
Mr Yimin Zhang	BEd, GradDip
Mr Leslie Zhou	BAppSc, GradDipEd(Sec), GradDipDiv



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